Reflect on the data:

**Team to Teach Tool 5.3- Reflecting on the Data (**use Tool 5.1 for data resources)

|  |  |  |
| --- | --- | --- |
| **Question** | **Answer** | **What other info. do we need?** |
| 1. What sources of data did we examine? | DIBELS, ThinkLink (all 3 tests), STAR Reading and Math, ARMT and SAT 10 | 3rd nine weeks averages, 3rd nine weeks unit test scores, current ORF |
| 2. What parts of these data really caught our attention? | Data showed a child as a struggler in all data collected. Improvement was shown but only in specific sub categories. | Current averages, grades and the spring assessment. |
| 3. What parts of these data encourage you the most? | Improvement no matter how small | Spring assessment (i.e. ARMT) |
| 4. What parts concern you the most? | Some students continue to struggle and show no improvement even though many interventions have been provided. | Analysis of new materials being used for special education students and Tier III RtI students [i.e. Voyager Passport (reading) and Vmath]. |
| 5. What differences, if any, are there in grades, attendance, and behavior among our students? | All of the students receive some sort of Title services, which is small group instruction. | There is a direct correlation in attendance and grades. We need ways to encourage attendance. |
| 6. Do some groups achieve at higher levels than others? | The special education students achieve at a lower level. However, ThinkLink results indicate growth by most students when you look at the categories being tested. | ARMT test results for this year |
| 7. Which students are not working to potential? What evidence is there that students who were given more challenging work also achieved more? | The students who do not test well continue to do poorly on tests. Teachers who have high expectations have students that meet those goals. | ARMT test results for this year |
| 8. Which groups appear to need instruction more tailored to their learning styles? | All of these students receive Tier I, II and III instruction through RtI. Special education students continue to struggle as a group. | AMRT results for this year and teacher input/feedback regarding the intervention teaching materials |
| 9. What other questions does this data raise for you? | How do we best meet the needs of all our students? Considering the changes being proposed for next year, how will students who struggler have their needs met? | Teachers and administrators will need to plan and be proactive regarding the upcoming school year. |
| 10. What are the implications for what our professional learning team should focus on this year? | **We should continue to learn the best way to teach with and implement the intensive teaching materials, Voyager Passport and Vmath. We should collectively analyze specific student needs and encourage the teachers to meet those needs. We should support all personnel in the endeavor of closing the achievement gap.** | When can we collaborate? |